SY 2015–2016

DCPS Secondary School Grading and Reporting Policy

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Introduction

The purpose of the District of Columbia Public Schools (DCPS) Grading and Reporting Policy is to present key information related to the timely and accurate reporting of grades (marks) on students' academic records (i.e. report cards, progress reports and/or high school transcripts). It is the expectation that all DCPS schools will adhere to this district level grading policy. To this end, school staff members are expected to familiarize themselves with the contents of this policy, and to communicate key information contained therein to students and families through course syllabi and student (or family) handbooks.

The development of this guidance document involved participation, feedback and support from several stakeholders, including school personnel, administrators, the Washington Teachers Union, parent advocates, and community based organizations. This policy will be revisited and revised as necessary in 2017-2018.

The District of Columbia Municipal Regulations (DCMR), Title 5, Chapter 22 establishes the criteria for the reporting of marks and the assignment of grades.

District of Columbia Municipal Regulations Title 5 Chapter 22

2200   REPORTING

2220.1 The marking or grading system of the D.C. Public Schools shall be designed to report fairly and accurately student progress and student achievement.

2220.2 All policies on marks (grades) and student progress reporting shall be established by the Board of Education and implemented by the Superintendent of Schools.

2220.3 The Superintendent of Schools shall establish the form(s) for the reporting of marks (grades) and student progress.

2220.4 The primary responsibility for evaluating the work of the student shall rest with the teacher. All students shall receive instruction leading to the achievement of the District of Columbia Public Schools (DCPS) content standards.

2220.5 English Language Learners (ELL) shall receive specialized instruction leading to the development of English language skills and the mastery of academic content. A student's mark (grade) in the content area shall not reflect the student's acquisition of English language skills but rather achievement of the content standards.

(b)   Students with disabilities shall receive instruction consistent with the DCPS standards.

Individualized Education Plan (IEP) teams or student support teams in the case of 504 eligible students shall determine appropriate accommodations and curricular modifications where necessary. A student's mark (grade) shall not reflect that accommodations have been made.

2220.6 At the elementary level; pre-kindergarten through fifth (5th) grade; marks (grades) of 1 through 4 shall be assigned by the teacher to indicate the degree of achievement by a student of the standards in each content area as follows:

- 4 = exceeds the standard (Advanced);
- 3 = meets the standard (Proficient);
- 2 = approaches the standard (Basic); and
- 1 = does not meet the standard (Below Basic).

For skills or/expectations within subject areas, sub-marks shall be given as follows:
- S = secure;
- D = developing;
- B = beginning; and
- N = not introduced.

At the Secondary level; sixth (6th) grade through twelfth (12th) grade; marks/ grades of "A" through "F" shall be assigned by the teacher to indicate the degree of achievement by a student of the content standards in each course. Results of the end-of-course exam will count for no more than 20% of the final grade. *(Please review pp. 33-53 for DCPS-specific expectations.)

Marks (grades) shall be as follows:
- A = 93 to100
- A- = 90 to 92
- B+ = 87 to 89
- B = 83 to 86
- B- = 80 to 82
- C+ = 77 to 79
- C = 73 to 76
- C- = 70 to 72
- D+ = 67 to 69;
- D = 64 to 66; and
- F = 63 and below.

	Credit	GPA	On Grade	Honors*	AP* or IB*	
A (93%to 100%)	Yes	Yes	4.0	4.5	5.0	
A- (90% to 92%)	Yes	Yes	3.7	4.2	4.7	
B+ (87%to 89%)	Yes	Yes	3.3	3.8	4.3	
B (83% to 86%)	Yes	Yes	3.0	3.5	4.0	
B- (80% to 82%)	Yes	Yes	2.7	3.2	3.7	
C+ (77%to 79%)	Yes	Yes	2.3	2.8	3.3	
C (73% to 76%)	Yes	Yes	2.0	2.5	3.0	
C- (70% to 72%)	Yes	Yes	1.7	2.2	2.7	
D+ (67%to 69%)	Yes	Yes	1.3	1.8	2.3	
D (64% to 66%)	Yes	Yes	1.0	1.5	2.0	
F 63% & below	No	0				
W	No	Null				
L (late entry)	No	Null				Converts to AUD (audit) at end of following advisory

	Credit	GPA	On Grade	Honors*	AP* or IB*	
						if course is not completed
I (incomplete.)	No	Null				**Converts to F (63%) after 10 school days if coursework is not completed**
M (medical)	No	Null				
P (pass)	Yes	Null				
AUD (audit)	No	Null				
S – Satisfactory	No	Null				**For use in homeroom or other non-academic time**
U-unsatisfactory	**No**	**Null**				

- Honors: Intense courses which cover more content in greater depth than general courses of the same subject;
- Advanced Placement: College level courses following The College Board's guidelines and testing system;
- International Baccalaureate: Intense program of study following requirements of the International Baccalaureate Organization.

2200.8   Marks (grades) in courses failed and retaken for credit in grades kindergarten through 12 shall not replace previously earned marks (grades) for any given course, but are included in the student's cumulative Grade Point Average (GPA). Marks (grades) earned in extended education programs such as Summer School, STAY School and Evening Credit Recovery courses have the same credit and GPA value as standard year courses.

2200.9   Mid and end-of-advisory reporting on student progress: Parents and students will be informed in writing on a regular basis of the progress made toward achieving the content standards. Toward that end, principals are responsible for effectively implementing the following process:

Parents must be notified, by the end of September, of the name and contact information of the school staff member they should call about concerns impacting their child's academic progress (academic, social or behavioral).

(b)   If, by the mid-point of an advisory, a teacher considers a student at risk of failing to meet the standards, the teacher shall notify the parent, in writing, and if appropriate refer the student to the student support team.

When a student has been identified as at risk of failing to meet the content standards, the principal, teacher(s) (bilingual/English as a Second Language (ESL) special education teacher where appropriate) and other designated staff shall work with the parents and the student to identify appropriate interventions. They may consider a variety of options including but not limited to:

- examining and altering current instructional strategies or materials;

- tutoring (during or after school);
- a change in schedule;
- referral to other support, social service or health-related services;
- problem-solving with other students or individuals who may have an impact on the student's achievement;
- a change in teacher; and
- targeted instruction

(c)   If, by the close of the advisory, the problem persists and the student receives a mark (grade) of 2 or 1 at the elementary level or D or F at the secondary level in any of the core subjects, additional options will be considered, including:

1.   Referral to additional researched-based support options or alternative programs for more intensive services (pre-referral documentation must provide evidence that other interventions have been attempted); access to additional instructional time (during the day, extended day or summer school); and referral to student support team.

   If, by the end of the academic year, the student fails to meet the content standards, an intervention plan will be developed by the current teacher and implemented during the summer and the following academic year.

(e)   Parents will be engaged in the consideration of additional researched based intervention strategies and will be informed, in writing, of any decisions resulting from the researched based intervention strategies.

2200.10   Teachers shall provide marks (grades) for each student and the school system shall issue report cards after the end of each advisory or/marking period documenting the student's progress toward achieving the content standards. Report cards shall be distributed no later than 10 to 12 working days after the end of the advisory.

2200.11   All students who have not met the standards in a course or in a grade shall be notified no later than the last day of school in order to ensure timely enrollment in Summer School.

Entering Grades (Marks) and Reporting

Teacher's Responsibilities for Mark Entry

The primary responsibility for evaluating the work of the student shall rest with the teacher (WTU 19.1.1, DCMR 2200.4). According to the WTU agreement, the teacher must produce tangible, pertinent, detailed and dated records to substantiate the grade given and must maintain accurate and current records at all times. A proxy (counselor, registrar, administrator, etc.) is not an appropriate substitute; teachers are to enter their own grades by posted deadlines.

District of Columbia Municipal Regulations clarify that parents and students will be informed in writing on a regular basis through both progress reports and report cards of the progress made toward achieving the content standards and must be notified in a timely fashion if the student is in danger of failing the course (DCMR 2200.9).

Timely and Accurate Mark Entry

High school teachers should reference the Teacher Assistant Secondary School Mark Entry User Guide, available from https://dcstars.k12.in.dc.gov under "Training Center." Teachers need access to students' academic performance record for relevant marking term(s) and access to a computer to enter marks. Marks should be consistently tallied over the course of the term, and teachers should take into consideration mark entry deadlines when scheduling exams, tests, projects, essays and other assignments that will factor into the grade for the term in question.

IMPACT and Marks

Teachers can be held accountable for not entering marks in a timely fashion through IMPACT, using the Core Professionalism—Policies & Procedures (CP3) or Commitment to the School Community (CSC3 and CSC1). Mark entry is a contractual obligation; it is also a critical DCPS procedure for timely communication with students and their families.

Use of Electronic Grade books

Only the official DCPS official mark entry process can be used as the official academic record of the student. All teachers will be expected to use an online grade book for the purpose of maintaining student grades. Schools will use Engrade or an equivalent system required by DCPS to track student progress. Online tools are useful and provide timely and accurate communication with families; marks must still be entered into the official student information system.

If a school has opted to use the ESIS eGradebook feature, please reference ODA Recommendation for eGradebook, available from https://dcstars.k12.in.dc.gov under "Training Center." The eGradebook allows teachers to enter assignments, marks, and comments, as well as to email parents. Parents can access the eGradebook for immediate reference to their student's academic progress throughout the

term. The eGradebook allows the use of weights to automatically calculate the final grade by factoring in different types of grades such as projects and exams.

Note that the eGradebook does **not** automatically enter a grade during the mark entry period. Teachers can use the eGradebook to communicate on a more detailed level with students and parents, but are ultimately still responsible for using the mark entry process to report marks on the report card and/or progress report.

Entering Marks after Mark Entry Deadline

Teachers are given a week to enter grades—from Records Day at the end of the term through the following Friday at 11:59 p.m. After the posted deadline, all teachers are locked out of grade entry.

The only exception to having a week to enter marks is for grades 9–12 in the final marking period (Term 4) when there are two mark entry deadlines: one for graduating seniors and one for all remaining students on the last day of school. All Term 4 mark entry dates must be strictly observed in order to process students for graduation and promotion, summer school and academic scheduling in the next school year.

The administrator retains entry privileges to assist with rare instances of students missing marks due to accidental omission. However, if teachers have missed the deadline for most students, principals must contact their instructional superintendent to request that mark entry be re-opened by the Office of Data and Strategy.

Correcting Marks due to Computational Error

If the mark is uncontested, it may be changed at the school site within 10 days of the last day of the term; this is most commonly done to change an "I" into a grade once make-up work is submitted, or correcting a mark entry mistake made by the instructor. Documentation from the teacher verifying the change with rationale should be filed in the student's cumulative folder, as no grade should be changed without a teacher's permission unless the formal grade appeals process has been followed. If a mistake is not caught within this 10-day timeframe, then the school should follow the school and DCPS Grade Appeal process. A grade change form should be submitted with a letter from the teacher indicating the circumstance and/or change requested.

If the student or parent disputes the grade received within 45 days, they can start the grade appeal process. Instructions on the entire grade appeal process are contained later in this guide.

Missing GPAs
DCPS calculates the GPA for high school students three days after marks are due. The calculation includes marks that have been entered into the appropriate fields. If marks are missing at the time of

the GPA run, or entered incorrectly, they will not be factored into the calculation. Timely and accurate mark entry prevents GPA errors.

Reporting To Parents

According to the DCMR,

2200.10   Teachers shall provide marks (grades) for each student and the school system shall issue report cards after the end of each advisory or/marking period documenting the student's progress toward achieving the content standards. Report cards shall be distributed no later than 10 to 12 working days after the end of the advisory.

2200.11   All students who have not met the standards in a course or in a grade shall be notified no later than the last day of school in order to ensure timely enrollment in Summer School.

DCPS issues report cards and progress reports; each report is provided four times each academic year at the end of each term.

Report Cards
Report cards for secondary schools will be distributed at the end of each term;

Progress Report
Progress reports are to be issued to all students at the middle of each term. Teachers are required to issue progress report grades for all students in all courses.   Teachers should provide marks and comments on the progress report to indicate a significant change in progress toward the content standard or to encourage students to continue their satisfactory progress. Teacher comments are required for students who receive a C or below. The comments must state specifically why the student is struggling or failing and what they need to do to pass or improve. In addition to progress reports, teachers must consistently notify the student and the parents in writing when their child is in danger of failing at any time during the grading period. All students should be given **the opportunity** to earn a passing grade after progress reports are issued, even if they are failing when they receive their progress report. This should not be construed to mean students should receive unearned passing grades. If a student fails a term, a teacher is required to place at least two comments on the student progress report in addition to the grade. The first comment must indicate what contributed to the student's failure. The second comment must request a conference.

Communication and Conferences

Parent Teacher Conferences
Parent-Teacher Conferences are scheduled meetings between the parent/guardian of the student and the teacher of the class, course, or subject the student in which the student is enrolled. These meetings or conferences are designed for the parent to be informed of the student's progress and for the parent and teacher to discuss strategies, supports and a plan for improved student success. Topics that that should be discussed at a conference include academics, attendance and behavior. Parent-Teacher Conferences should either be scheduled on the district calendar or scheduled through an appointment with the parent and the teacher.

GPA on the Report Card

The report card features several different GPA values. A student's GPA is composed of marks received during high school. In DCPS, if a course is retaken, both final marks are calculated into the GPA. This includes courses for which a student first received an "F". The GPA is calculated by totaling the number of quality points earned for each course and dividing by the number of credits attempted. For more information, please use the How to Calculate GPA guide available from the ESIS Secondary Training Guides site. Additional information on how to calculate the GPA is located in the appendix.

DCPS maintains the following three types of GPAs:

- Cumulative GPA: Includes all final marks for courses taken in high school. Grades received in a course that a student has retaken for credit do not replace the original failing mark in the course. Results are saved on student transcripts and used for class ranking.

- Term Grade Average: Includes only current term marks, including marks for courses that students are still taking. Results are not saved on student transcripts but do appear on the report card. Results are used for honor roll purposes.

- Year Grade Average: Includes only final marks earned in the span of one academic year. In terms 1−3, this value may change greatly depending on the student and school schedule. Results are saved on the transcript at the end of each year and are updated each term on the report card.

High School Transcripts

The high school transcript is the official record of the courses, grades (marks), and grade point average (GPA) of any student pursuing a high school diploma. It details a student's progress toward the high school diploma and indicates which graduation requirements are met. The high school transcript is not necessarily a record of a student's "best effort" but is the official record of every high school course the student was enrolled in while attending DC Public Schools, any course that is applied toward the graduation requirement, and the final mark for each course. The high school transcript also contains any course that the student is currently scheduled in, or courses-in-progress for which the student has not received a final mark. All high school grades (marks) that appear on the transcript are calculated into the GPA.

Instructional Support Plans

Instructional support plans must be developed for all failing students. These plans should identify what each student needs to do to improve his/her grade (see optional provided example plans). All plans should be documented and approved by teachers; however, students can be given the opportunity to draft their own plans. If students are unable or unwilling to draft their own plans, teachers must assume responsibility for plan development. It is also an option for groups of teachers to write one collective plan for an individual student. Copies of plans should be provided to students' parent(s) or legal guardian(s). Teachers must maintain written documentation of all efforts taken to communicate the plan with the student and parent/guardian.

Instructional support plans range in duration and intensity, and should be aligned with current school practices, Response-to-Intervention plans, and the Student Support Team (SST) process. They can last from a week to a semester. Instructional Support Plans begin with students' reflections on their needs and choices, are approved by teachers, and are provided to families. If students need help figuring out what to do, help should be provided. Assisted Support Plans are developed by a teacher, counselor, mentor, or administrator, in consultation with the student, and are recorded. Families are informed, either in writing, by phone, or in person, as part of beginning the plan. See the Individual Academic Plan Options for a full range of choices beyond those included in the Support Plan forms. Students with an IEP or on a 504 can also have a support plan. Examples of instructional support plans are located in the appendix of this document.

Individual Academic Plan Options

After School Intervention: Assignment/Points Recovery System
Adult supported assistance after school to: analyze current grade(s); identify number of points needed; identify assignments necessary to earn those points; organize assignments and materials needed to complete assignments; complete original or substitute assignments; and/or submit assignments to teachers for grading. Assistance concludes with analyzing a new grade if earned. Although this is a task-bound, not time-bound, intervention, a clear plan for anticipated dates to work after school (if appropriate) should be included in the plan. When the grade is recovered, the student is back on track and the Individual Academic Plan is concluded.

Self-monitored Assignment/Points Recovery System
Independently managed work on student's time outside of school to analyze current grade(s); identify number of points needed; identify assignments necessary to earn those points; organize assignments and materials needed to complete assignments; complete original or substitute assignments; and/or submit assignments to teachers for grading. Assistance concludes with analyzing a new grade if earned. Although this is a task bound, not time bound, intervention, a clear plan for anticipated dates to work after school (if appropriate) is included in the plan. When the grade is recovered, the student is back on track and the Individual Academic Plan is concluded.

Saturday School
Can be used for skill or content acquisition, or for an assignment/points recovery system. This is most effective when concrete points or credit are awarded for progress or completion of tasks.

Academic Behavior Contract
A time bound contract with short and long term goals with clear, concrete incentives awarded upon achievement of goals.

Mentoring
A single adult assigned for checking in with student according to specific timeline, with specifically agreed-upon support, such as:
- Supplies
- Task completion
- Organizational support
- Emotional support
- Other

Proactive mentoring should take place according to a set routine, such as:
- Opening (8:30-8:40) and closing (3:15-3:25) of school day
- Opening of day only
- Closing of day only
- Lunchtime check in
- After school check in (3:30-4:00)
- Before school check in (8:00-8:30)

Mentoring should not be used as crisis intervention to support students during extreme emotional agitation, or upon the student's request.

Tutoring
One-on-one instruction provided by one of a team of tutors on a specific skill or skill set in a content area. Points can be earned for completion of tasks that show acquisition of (or progress towards) the skill. These points are then applied to the course grade.
Tutoring can take place at a variety of times:
- Before school (8:00-8:40)
- Lunchtime
- After school (3:30-4:40)
- Saturday School

Crisis intervention plan
A single adult or team of support staff assigned to be available to intervene upon request of student or teacher or other staff member, to de-escalate, analyze root causes, and identify alternative solutions or courses of conduct to reduce or eliminate a crisis. Crisis intervention requires a timely communication system.

Additional Family Conferences
Scheduled in advance for the purpose of progress monitoring, according to timeline of Individual Academic Plan. Most effective with consistent attendance of the same participants, and rewards or incentives for progress at both home and school.

Additional teacher/student conferences
Scheduled in advance for the purpose of progress monitoring, according to the plan. This is most effective with consistent use of a clear protocol to label progress concretely with evidence. Schools should identify intrinsic rewards or strategize to make progress within a given window.

Additional administrator conferences
Scheduled in advance for the purpose of progress monitoring. This is most effective with use of a clear protocol to label progress concretely with evidence. Schools should identify intrinsic rewards or strategize to make progress within a given window.

Additional other support staff conferences:
Same as other additional conferences, with other support staff

Evening Credit Recovery
Allows students to retake previously failed classes from 3:30-6:30 p.m. during the 9 weeks of a term, and earn credits on an expedited timeline, without interference with their day schedules

Twilight Academy
Provides over-age and under-credited students with non-traditional credit recovery courses. Potential students go through an intake process with a guidance counselor and the Twilight coordinator to ensure correct placement with an individualized plan for success.

Instructional Support Plan Forms

The following forms are provided as a guide to complete the instructional support plan process, but may be revised as necessary.

Student Support Plan
This worksheet is designed for the student to complete and submit to the teacher. A copy of this form once completed, should be included in the student's academic record and shared with parents or guardians.

Assisted Support Plan
This worksheet is designed for the teacher to develop and assist the student with their instructional plan. A copy of this form once completed and signed should be included in the student's academic record and shared with parents or guardians.

Forms are located the Appendix of this guide.

Grading (Marks) Timelines

Mark Entry Timeline

The goal of the Mark Entry Timeline is to make the process of releasing student marks (grades) as seamless as possible for schools, students and their families. This includes the timing of all marks entry by teachers and mailing of report cards and progress reports by schools. It is imperative that all deadlines are met to ensure all students are fully aware of their academic status. For assistance with entering information or running reports in ESIS, contact the ODS help desk at (202) 442-9281.
The Mark Entry Timeline will be provided by Secondary Academic Support or can be found on the Aspen website.

Midterm Transfers

For a variety of reasons, students sometimes transfer in after a course has begun. Depending on when the student enters, teachers may or may not have sufficient information to enter a mark. Use the following suggested guidance when determining how to enter marks in these circumstances.

If the student enters at any other time after a marking period begins but before the windows described, teachers should work with the student to complete any missing assignments from prior to the student's entry in the course and/or consider grades from the sending school (if applicable).

Progress Reports 1		Progress Reports 2		Progress Reports 3		Progress Reports 4	
School Start		Term 1 Report Cards		Term 2/Sem. 1 Report Cards		Term 3 Report Cards	Term 4/Sem. 2 Report Cards

Reporting Period	Year-Long Courses (36 weeks)	Semester-Long Courses (18 weeks)	Term-Long Courses (9 weeks)
Progress Reports during any Term	If a student enters within two weeks prior to progress report issuance, enter an L for Late Entry. Work with this student to get him/her caught up and to include marks from the sending school (if applicable).		
Term 1 and Term 3 Report Cards	If a student enters within two weeks prior to records day, enter an L for Late Entry. Work with this student to get him/her caught up by the next marking period and consider including marks from the sending school (if applicable).		If a student enters within two weeks prior to records day, enter an AUD for Audit.
Term 2/Semester 1 Report Card	If a student enters within four weeks prior to Term 2 records day, enter an L for Late Entry. Work with this student to get him/her caught up by the next marking period and	If a student enters within four weeks prior to the Term 2 records day, the appropriate action depends on whether the student transfers in with grades for the same course.	If a student enters within two weeks prior to records day, enter an AUD for Audit.

Reporting Period	Year-Long Courses (36 weeks)	Semester-Long Courses (18 weeks)	Term-Long Courses (9 weeks)
	consider including marks from the sending school (if applicable).	• If the student has no grades from the sending school, enter an AUD for Audit. • If the student has grades, include those grades and award a final mark so the student can complete a credit.	
Term 4/Semester 2 Report Card	If a student enters within four weeks prior to the Term 4 records day, the appropriate action depends on whether the student transfers in with grades for the same course. • If the student has no grades from the sending school, enter an AUD for Audit. • If the student has grades, average in those grades and award a final mark so the student can complete a credit.		If a student enters within two weeks prior to records day, enter an AUD for Audit.

Transferring Student Records

If a student is entering the school from out of the district, the registrar is responsible for requesting official transcripts and school records/cumulative folder from the last school the student attended. For high school students, if the student has completed credits in another school, then the school counselor should perform a transcript evaluation to determine course/credit alignment, following the process outlined in the DCPS Transcript Evaluation Guide. The receiving school must update the student transcript information in DCSTARS and complete the transcript evaluation within 20 business days of the student's enrollment into school.

A student's report card from a sending school cannot be used to transfer high school credits into DCPS. It can, however, be used to help schools place students in appropriate classes upon transferring in to the new school. The registrar should enter term marks if available for courses that are a direct match to courses the student will take in DCPS, and share this information with a student's teachers within one week of receipt so that a teacher may take those marks into consideration when marks are due. Please note it is a school counselor who will determine if courses are a direct match, schedule the student for courses, and determine if prior credits are transferrable.

Special Populations

English Language Learners (ELL)

DCMR 2220.5   English Language Learners (ELL) shall receive specialized instruction leading to the development of English language skills and the mastery of academic content. A student's mark (grade) in the content area shall not reflect the student's acquisition of English language skills but rather achievement of the content standards.

Students who receive ELL English proficiency instruction are expected to develop high levels of academic attainment in English, and to meet the same challenging district academic content and student academic standards as all children are expected to meet.

Teachers will implement the accommodations that have been documented in the student's Accommodations Document for ELL Students. Accommodations must be selected on the basis of the individual student's English proficiency level and must be used consistently for daily instruction and local and state mandated assessments.

Students receiving ELL services will:
- Have access to instructional modifications and assessment accommodations, in both the general education classroom and ELL classroom, as specified in the Accommodations Documentation for ELL Students, to allow them to make academic progress in both settings.
- Receive grades based on performance on activities and classroom assessments appropriate to the language proficiency level of the student.
- Receive the same report card as is used in general education.
- Be assessed by collaboration between the content area teachers and ELL teachers throughout the quarter, according to instructional modifications determined to be appropriate by these teams.

Special Education

According to the Individuals with Disabilities Education Improvement Act (IDEA) 2004, special education is specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability, including the instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. Under this important federal law, DCPS must provide a free appropriate public education (FAPE) to every student. IDEA also mandates that students learn in the least restrictive environment (LRE) possible. This means that children with disabilities are taught alongside their nondisabled peers, accessing the same grade level curricula, to the greatest extent appropriate, and are removed from these settings only when the nature of their disability prevents them from learning with their nondisabled peers.

When students have the opportunity to be involved and make progress in the same curriculum as their nondisabled peers, we say they have access to the curriculum. However, sometimes a student's disability can prevent him or her from accessing the curriculum. When this happens, teaching methods,

materials, classroom settings and/or assignments must be modified to meet the student's needs. These modifications and accommodations give students the opportunity to access their education.

Section 504

The Section 504 program is named for Section 504 of the Rehabilitation Act of 1973, a federal law that requires public schools to provide reasonable accommodations to students with disabilities so that these students can access the school's general education curriculum and learning opportunities. Unlike special education, Section 504 does not prescribe specialized instruction for eligible students. Instead, the Section 504 program ensures that eligible students with disabilities get the reasonable accommodations or services they need to access the DCPS curriculum and learning opportunities.

Teachers will implement the accommodations that have been documented in the student's IEP or 504 Plan. Accommodations must be selected on the basis of the individual student's instructional level and must be used consistently for daily instruction and local and state mandated assessments. Content area teachers and Special Education teachers must collaborate throughout the quarter to determine instructional modifications as appropriate.

Students receiving Specialized Instruction through an IEP, or Section 504 plan will:
- Have a course of study designed to meet their specific needs,
- Have an actual schedule with grades in ASPEN.
- Have access to instructional modifications and assessment accommodations in both the general education classroom and full-time classrooms, as specified in the IEP or 504 Plan, to allow them to make academic progress in both settings,
- Receive grades based on performance on activities and classroom assessments appropriate to the instructional level of the student, and
- Receive a report card outlining progress on scheduled courses.

Out of School Grading and Reporting

Overview

There are several interventions or programs that are provided through DCPS to ensure that students receive access to their general education. Some of these programs are offered outside the traditional school program. Others are policies/options that allow students and parents to complete required school work in nontraditional ways. These out-of-school options include

- Home and Hospital Instruction Program (HHIP)
- Independent Study
- Make Up Work
- Online /Distance Learning

Home/Hospital Instruction Program (HHIP)

DCPS Home and Hospital Instruction Program (HHIP) services students who, due to a medical or emotional condition, are confined to the home or hospital, and therefore are unable to attend school in a traditional classroom setting.

Eligibility

In order to meet the HHIP eligibility requirements,

- Students must be residents of (or hospitalized within) the boundaries of DC.
- Students must be registered in a District of Columbia Public School; have an IEP and be enrolled in a DCPS LEA charter school; or attend a non-public school with a DCPS monitor.
- The student's anticipated length of absence from school must be two weeks or more. However, a student with a chronic illness may be eligible for HHIP instruction if they have experienced intermittent absences over a long length of time.
- Medical documentation must be provided to the HHIP program. The Physician's Verification Form must include the student's medical and/or psychological diagnosis and an anticipated length of time the student will be unable to attend school. A physician and/or licensed psychiatrist or psychologist who is providing treatment to the student must complete the Physician Verification Form. DCPS requires a medical re-certification form verifying the need for continued Home and Hospital Instruction at least every 60 days. Under no circumstances can eligibility be determined without the required medical documentation. Incomplete forms will be returned to the physician for completion.   Failure to provide the necessary medical documentation may delay the determination of eligibility or, in some cases, cause the student to be ineligible for services with the Home and Hospital Instruction Program.

Grading (Marks) in HHIP and use of the "M" mark

This applies to all instances where an "M" could be applied and addresses when the "M" mark is prohibited. Due to medical illness, some District of Columbia Public Schools' (DCPS) students are unable to attend school regularly. These students should not automatically be given an "M" (Medical) as a term or final mark unless the student meets specific criteria. In almost all cases, these students should be receiving Home/Hospital Instruction Program (HHIP) services if they are unable to regularly attend

school. All students must have access to a free and appropriate public education (FAPE) as well as access to the general curriculum.

An M is used only in the following situations:

- The student is hospitalized, unconscious (such as a coma), or incapacitated and unable to perform school work for an extended time period.
- The student is approved for short term (2 weeks to 6 months) HHIP services, but the course he/she was enrolled in is not available through HHIP, nor can a teacher provide work packets for the student to demonstrate all required competencies while out of class. HHIP will recommend an M for applicable courses only during relevant grading periods with approval from the Office of Academic Planning & Scheduling. All other courses receiving HHIP services will receive a letter grade based on the work completed.

In extreme cases, where a student is expected to receive long-term HHIP services, it may be best that the student be withdrawn from the course according to the following guidance and approval protocols:

- For a 9-week course: If a student is receiving HHIP services past the first progress reporting period, or begins receiving services after the first progress reporting period and HHIP cannot provide instruction, the student may withdraw for medical reasons.
- For an 18-week course: If a student is receiving HHIP services past the second progress reporting period, or begins receiving services after the second progress reporting period and HHIP cannot provide instruction, the student may withdraw.
- For a 36-week course: If a student is receiving HHIP services past the third progress reporting period, or begins receiving services after the third progress reporting period and HHIP cannot provide instruction, the student may withdraw.

Withdrawal should be considered a last resort and needs final approval from the Office of Academic Planning and Scheduling. The course should not be dropped from the schedule; the final grade issued should be entered as a Withdrawal (W) and the course should appear on the transcript.

If a student is chronically absent but does not meet these qualifications, then the student should not be receiving an M mark. The student should be completing class work for days absent as required by the school policy, or by the student's 504 plan. A student who is missing work at the end of the term may receive an Incomplete (I) grade; the student then has ten school days to submit all missing work for the grade to be changed into a standard letter grade. Failure to complete assignments will result in the "I" converting to an "F", per DC Municipal Regulations.

When should a student be considered for HHIP services?
Students who are chronically absent or expecting to be out for at least two weeks due to medical illness should apply for HHIP services. However, a student with a chronic illness may be eligible for home and hospital instruction if they have experienced intermittent absences over a long length of time. Further medical documentation will be required for chronic illnesses. Medical documentation must be provided to the HHIP program along with the referral. The documentation, specifically the Physician's Verification Form* must include the student's medical and/or psychological diagnosis and anticipated length of time

the student will be unable to attend school. The Physician Verification Form* must be completed by the medical doctor and/or licensed psychiatrist or psychologist who is providing treatment to the student. DCPS requires a medical re-certification form verifying the need for continued home and hospital instruction at least every 60 calendar days. For further information, please consult the HHIP Handbook.

* The Physician's Verification Form must be submitted to the Home and Hospital Instruction Program prior to approval of services. A diagnosis with an explanation of how symptoms affect school attendance and school-based instruction is required; as is a specific medical treatment plan with a specified time frame, and a plan for returning the student to school.

Chronic Absence and Truancy

Within the "Student Attendance and Reporting Requirements Including Requirements of the 2012 South Capitol Memorial Amendments Act," The Office of the State Superintendent of Education (OSSE) utilizes the following definitions:

- **"*Chronic Absenteeism*"** --The accumulation within one school year of ten (10) or more school days on which a student is marked absent, including excused and unexcused absences.

- **"*Chronically Truant*"**- A school aged child is chronically truant when absent from school without legitimate excuse for ten or more days within a single school year.

Schools must ensure that the Truancy Protocol is followed for all related students. Students who do not qualify for HHIP must be pursued for truancy if excessive absence is occurring without proper evidence excusing the absence. A doctor must provide an excuse for absences exceeding five consecutive days in order for the absences to be excused. A phone call does not constitute an excuse; all excuses must be in writing whether from a physician or a parent. If there are any questions about attendance and truancy, please review the respective policies and/or consult with the Office of Youth Engagement.

If students are unable to regularly attend school for excused reasons, the school should develop an intervention plan by convening the Student Support Team (SST), and/or developing a 504 plan to accommodate the student's needs while he/she recovers from illness.

Students are responsible for completing all assignments, class work, labs, exams, et cetera, missed while out of the classroom, whether the absence was excused or not. A student typically has three (3) school days to make up missing assignments, unless otherwise written within a 504 plan.

In the District of Columbia, education is compulsory for ages 5–17. Therefore, students must meet the attendance requirements described in the Attendance Policy and in DC Municipal Regulations until at least their 18th birthday unless the student has earned a high school diploma prior to turning 18. A medical leave of absence is not an option for a student for whom the compulsory education restrictions apply. If a student is too ill to attend school, he or she should be considered for, or receiving, HHIP services.

If a parent does not wish to pursue the requirements of a DCPS school, the parent has the right to withdraw the student from public school to continue the student's education in a home school setting.

Homeschooling is regulated by the OSSE. DCPS does not develop, draft, augment, or support any home school plans. HHIP does not extend to or support home school programs. Schools cannot engage in developing a home-school plan within a 504, SST, IEP or HHIP service plan. Schools cannot guarantee the acceptance of high school credits from a home school program. Per DC Municipal Regulations, Title V, Chapter 22, 2202.8, DCPS may transfer only those courses that the system deems to be comparable and that apply towards graduation requirements.

Independent Study

The assignments within independent study courses are evaluated as they are with standard courses. Supervising teachers should establish an appropriate schedule for student-teacher conferences in order to help identify students in need of additional support or monitoring. Except in unusual circumstances, it is expected that the supervising teacher will meet, either in person or by electronic means, with each participating student at least once a week to discuss the student's progress.

Missing appointments with the supervising teacher without valid reasons also may trigger an evaluation to determine whether the student should remain in independent study.

Makeup Work

Teacher responsibilities

- Teachers will, within reason, assist students when the absence is excused.
- Teachers must provide written communication to students regarding the make-up work policy. This can be fulfilled by, but not limited to, either the course syllabus or the student handbook.
- Each teacher shall specify a reasonable period of time for completion of make-up work, which shall be no less than one full calendar day for each day missed.
- Teachers may choose, in conjunction with the student, to schedule the make-up work for a time outside of class.
- Teachers will follow the grading procedures in the grading of all make up work.
- Teachers cannot lower a make-up work grade due to a procedural error (incorrect writing implement, incorrect format) more than 10% of the total grade

Student Responsibilities

- If a student has an excused absence, including absence due to suspension, it is their responsibility to follow the guidelines provided by the teacher in his/her classroom syllabus regarding the make-up work or the school building's make up work policy. Students are responsible for the work missed even if the absence is unexcused.
- It is the responsibility of the student to contact the teacher to make arrangements for clarification and/or materials. Students are also responsible for securing the make-up work as well as contacting the teacher.
- Students must turn in any previously assigned written work (homework, papers, projects, etc.) by the end of the first school day of their return.

- Unless special arrangements have been made, students have one day for each day missed (up to one week) from the last day of the absence to submit make up work.
- Students must be prepared to complete any quizzes, tests, or presentations at the start of the next class they attend.

Online/Distance Learning

Every year, the District of Columbia Public Schools (DCPS) receives requests from families looking to explore online and distance learning options. Online courses are graded by the issuing accredited organization in collaboration with DCPS school personnel; however the student must take all exams in the presence of DCPS staff.

Guidelines for Online/Distance Learning Courses:
- The online/distance learning course registration, course payment and lesson completion are the responsibility of the student and his or her family.
- A student may not enroll in an online/distance learning course for credit if they are presently taking the same course in a District of Columbia Public Schools (DCPS) class.
- At least 30 days prior to enrolling in an online/distance learning course, the student must complete the Online/Distance Learning Course Approval Form and submit it to the principal or designee.
- The student must meet with his/her counselor or content area teacher to determine whether the course is appropriate prior to completing and submitting the Online/Distance Learning Course Approval Form.
- A copy of the online/distance learning course description and a one-paragraph rationale for why the student wants to take the course outside of DCPS must be provided with this form prior to course enrollment.
- Permission from the principal and the Office of Academic Planning & Scheduling must be obtained prior to registering for the online/distance learning course through which the student wants to receive DCPS credit.
- Completion of one course and receipt of that course transcript is required before approval will be given for registration of any additional online/distance learning courses.
- Official, sealed transcripts for an online/distance learning course must be received by the counselor at least 10 school days prior to the last day of regular classes, and before final exams, during the term in which credit is requested. Transcripts for graduating seniors must be received at least 10 school days prior to graduation.
- The credit earned by taking an online/distance learning course is entered into the student's record by school counselors after approval from the principal. Credit will only be awarded for approved online/distance learning courses which are successfully completed according to the course provider's standards.
- Successfully completed online/distance learning courses will receive a course grade based on the grading policy outlined in Chapter 22 of the DCMR.

Student's Attendance

Excused absences are when school-aged students are absent from school with a valid excuse and parental approval. Examples of excused absences include:

- Student **illness** (a doctor's note is required if a student is absent for more than five days);
- Death in the student's immediate family;
- Necessity for a student to attend a **judicial proceeding** as a plaintiff, defendant, witness or juror;
- Observance of a **religious holiday**;
- Temporary **school closings** due to weather, unsafe conditions or other emergencies;
- **Medical reasons** such as a doctor's appointment (a doctor's note is required);
- Failure of DC to provide transportation where legally responsible;
- Lawful suspension or exclusion from school by school authorities;
- Absences to allow students to visit their parent or legal guardian, who is in the military; immediately before, during or after deployment;
- **Emergency circumstances** approved by the Attendance Office.

Unexcused absences are when school-aged students are absent from school without a valid excuse, with or without parental approval. Examples of unexcused absences include:

- Babysitting
- Doing errands
- Extended travel (domestic or international)
- Oversleeping
- Cutting classes

Students must be present 80% of the day to be counted as "legally present". When a student returns to school after an absence, a note should be sent to the teacher or attendance counselor. The note should include the date(s) of the absence and the reason. A doctor's note should be provided if required. Student absences without notes will be marked unexcused. If absences are due to chronic health issues, i.e. asthma, the school nurse will develop an Individual Health Plan.

Attendance Policy and Grading

Grading and retention decisions related to student absences shall follow guidance articulated in DCMR Title 5, Chapters 21 and 22, and as described in the Attendance Policy.

- Secondary students with five **(5)** or more unexcused absences in any class during a single advisory shall receive a grade reduction in that subject.
- Secondary students with ten **(10)** or more unexcused absences in any class during a single advisory shall receive a grade of "FA" (failure due to absences) in that subject.
- Secondary students accumulating thirty **(30)** or more unexcused absences in a course within a full school year shall receive a failing final grade in that course with a resulting loss of course credit.

A written grade appeal may be filed by a parent or student on behalf of any student receiving a reduced or a failing grade(s) due to unexcused absences. This appeal should be submitted to the local school principal.

Other Marks and Grading Options

Using Marks I, L, M, W, and AUD

The following marks are to be used in instances where a final mark cannot be applied. None of the following grade results in a final credit and they are not calculated into the GPA. These marks are to be used when students are legitimately unable to complete an entire course in the allotted time.

MARK	CREDIT	GPA	Notes	Intended Use
I (Incomplete)	0.0	Null	I is to be converted into F after 10 school days from the end of the reporting period if the missing work is not completed.	I is not a final mark. The intent is to indicate a missing project or assignment that will impact the grade (e.g., a student was ill on the date of the midterm and must take a makeup test). I may not remain on the transcript permanently.
L (Late Entry)	0.0	Null	L is to be converted into AUD at the end of the following advisory if the course is not completed	L should be applied for transfer students who enter mid-term. If possible, grades from their previous course/school should be combined with term marks earned in the receiving school. L may be used for a term, but not a final, mark.
M (Medical)	0.0	Null	M may be a final grade; a student who receives an M must be rescheduled into the course to earn credit.	M should be applied for a student on medical leave as verified by a doctor's note or hospital stay. Students participating in the HHIP program receive grades A–F, not M. M should only be used for courses that HHIP cannot service or for students not involved in the program.
W (Withdrawal)	0.0	Null		W should be used if the student drops the course within three weeks of enrolling in the course. Dropping after the three week deadline requires special permission and is considered on a case-by-case basis by occr@dc.gov.
AUD (Audit)	0.0	Null		AUD indicates that the student attends and participates in the course, but is not graded. The decision to have a student audit a course must be made at the beginning of the course and should be documented in the student's Cumulative Folder. Alternately, AUD should be used for students who enroll too late in the term to receive a final mark; please see table below on mark entry for transfer students.

Grade Changes, Appeals and Grievances

Grade Appeal Overview

All grade appeals and requests for grade changes start at the school level. There are two reasons to request a grade change/appeal:

- Computational or procedural error has occurred in the original assignment of a grade (mark).
- The student or parent/guardian disputes the final grade (mark) received for a course or a term grade in a course where a final mark was received. If a student believes that the final grade issued is based on instructor or clerical error, prejudice, inaccuracy or is not in alignment with established grading criteria in the course syllabus, the student may file an appeal and offer evidence to support the claim.

The school must devise their own grade appeal form that at minimum must document the following:

- The name and role of the person who initiated the change request (student, parent, teacher, staff)
- The teacher who was consulted and their response to the request for the grade change
- The principal's approval or denial of the grade change
- The course name, title, course code, section number, original grade (mark) and grade change (if warranted)

A copy of the grade change form must be included in the student cumulative file.

Teachers must indicate approval or disapproval on all requests for grade changes. There must be evidence that the teacher was consulted and had an opportunity to respond to a requested grade change before a final decision is made. The principal must agree with recommended changes in order for a grade to be updated in the student information system.

Procedures for School Level Appeal

Within one term of receipt of a report card by the parent/guardian, report card grades may be appealed in writing on the School Level Grade (Mark) Appeal form. The steps of the appeal are as follows:

1. Prior to filing a grade appeal, the student should make every attempt to resolve a grade dispute with the teacher.   The student and/or the parent/guardian must confer with the teacher and provide the reason(s) for appealing the grade. If the student and/or parent/guardian are dissatisfied with the resolution provided by the teacher, they may appeal the teacher's decision to the principal or designee.
2. If the instructor is no longer available, the student shall attempt to resolve the grade dispute with the Department Chair. In this instance, the Department Chair shall have the authority to approve or deny a change of grade.
3. The principal or designee must confer with the student (and /or his or her parent or guardian), and teacher, make a decision, and either approve or deny the appeal. The decision must be included in the cumulative folder.

4. In specific cases where assignment grades appear to impact course marks, schools are required to have a non-biased content specialist evaluate those assignments. At the school level this can be another content teacher at the same school.
5. If the principal can find clear evidence that the teacher did not follow the grading policy; or an error was made due to computational or procedural error a grade appeal request can be approved.
6. If the grade change is for a previous school year, the principal's decision must be approved by the Cluster Instructional Superintendent. If the appeal is approved and requires a grade (mark) change, the school should follow the procedures for a data modification.
7. If the principal denies the appeal and the parent/guardian wishes to appeal the principal's decision, he/she must submit a Central Office Level grade appeal. The student and/or parent/guardian must have completed the School Level Grade (Mark) Appeal process first.

Central Office Grade (Mark) Appeal for Grade Change

In order to appeal a grade to central office, parents must demonstrate that the school did not follow the policy. Only courses where a final grade (mark) was issued can be reviewed by the panel. The parent/guardian and /or student must provide evidence regarding the initial appeal. The school may be requested to provide additional documentation. Evidence may include (but not limited to):
1. Graded student work
2. Attendance records
3. List/copies of assignments, exams, and tests.
4. Deficiency notices
5. Any additional correspondence, concerns, notes and evidence of attempts to retrieve student work.
6. Course syllabi
7. Written statements

5-B DCMR § 2405.4 (n)
In all cases brought before the review panel, the panel shall provide the Instructional Superintendent, or other designee with written findings and recommendations to be implemented by the Instructional Superintendent (or his/her designee) and the principal. The findings and recommendations shall be issued within ten (10) school days of receipt by the panel of the referenced request § B 2405.4 (m). The Instructional Superintendent may also make the final decision on behalf of DCPS.

Grade Appeal Request Forms
There are two grade appeal request forms
- School Level Grade (Mark) Appeal Request Form
- Central Office Level Grade (Mark) Appeal Request Form

The principal is responsible for following the standard procedure for the authorization and recording of all grade changes.
1. The School Level Grade (Mark) Appeal Request Form will be used to authorize and record the specific reasons for requesting each grade change.
2. The School Level Grade (Mark) Appeal Request Form <u>must be signed</u> by the principal and by the teacher of the course for which the grade change is requested.

3. The Central Office Level Grade (Mark) Appeal Request Form can be used only after the school level process is completed.

Grade Appeal Regulations – DCMR

District of Columbia Municipal Regulations (DCMR) Title 5, chapter 24
Section 2405 (Grievance procedure) requires a procedure for grievances where:
- Any student is allegedly being denied access to an adequate educational opportunity
- The rights of any student are allegedly being denied or abridged
- Any student is allegedly being subjected to an arbitrary or unreasonable regulation, procedure, or standard of conduct; or
- Any student is allegedly being denied participation in any school activity for which the student is eligible.

WTU Agreement
Article 19.1.1
- "In the event that any grade should be challenged, the Teacher must produce tangible, pertinent, detailed and dated records to substantiate the grade given. In the absence of such reports, the Teacher must raise or lower such grade in accordance with all factors involved. In no case shall a grade be changed by the Supervisor or the Chancellor or his/her designee, unless the Teacher fails to adhere to the provisions above."
- If a teacher is unavailable, someone else can change the grade but efforts to reach the teacher must be documented.

Article 19.1.4
- "Accurate and current records of student progress shall be maintained by teachers at all times in a manner determined by the Chancellor after collaboration and discussion with the WTU. Such records shall be available for examination by the students, parents, and Supervisors."

Grading Factors by Subject

The District of Columbia Public Schools is a standards-based district that aligns teaching and learning to the Common Core State Standards and other applicable local and national standards. The goal of standards-based grading and reporting is to provide students and parents with feedback that reflects progress towards the mastery of indicators and objectives. The DCPS grading policy provides grade weights for each subject area and related courses allocated by quarter. Grades are divided into four major categories to reflect the diverse nature of student work and all grades must be scored objectively and supported by documentation. For detailed examples, refer to specific course pages.

Teaching Grading, Posting, and Returning Student Work: Teachers must grade, post, and return all graded working assignments within ten working school days for students in all courses. Principals must pre-approve any exceptions in writing.

Student Participation: This category includes demonstration of active participation through listening, speaking, individual and group leadership during class discussions or group cooperative activities and overall contribution to student learning. When considering attendance, excused absences will not count against the participation grade.

Student Practice & Application: This category includes all student work products that practice and apply discrete skills acquired from individual lessons throughout a unit. Assignments should allow students to practice skills and concepts in order to successfully integrate the skills and acquire the content through application. Work in this area should increase in complexity over the course of a unit, building toward cumulative assessments. Assignments could be started and completed in class or at home (e.g. homework).

Assessment: This category includes all forms and mechanisms that formally evaluate individual student progress and mastery. Interim assessments can range from traditional tests and quizzes to performance-based tasks that demonstrate student integration and application throughout an entire unit. Final products or exams assess student understanding of skills and concepts practiced and learned over time across multiples units in a semester. They can be administered by the district or be teacher created.

Cumulative Examination: This category includes mid-term or final exams, semester projects or Capstone Projects. Use of this category is optional, and grades earned in this category are not included in quarter/term/advisory grades. Instead results from these cumulative examinations are included in students' final grades.

Art

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Warm-ups	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Cornerstone assignments • Studio projects • *Single-sitting Home assignments • Classwork	50% (*Single-sitting homework can only account for 10% in this category. Multi-sitting homework assignments should be counted in the Assessment category—essays, projects, portfolios, etc.)
Assessment	Formative/ Summative Assessments	At Least Four (4) per **Quarter**	• Student products • Quizzes • Presentations • Projects • Compositions • Cumulative Cornerstone tasks	40% (Multi-sitting assessments such as projects, presentations, Cornerstone tasks, etc. may be partially completed at home).
Cumulative Examination	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

English Language Arts

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 2 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Class Discussions • Warm-ups	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Cornerstone-related assignments • Literary Analysis • Written responses • *Home assignments • Classwork	50% (*Single-sitting homework can only account for 10% in this category. Multi-sitting assignments should be counted in the Assessment category—essays, projects, portfolios, etc.)
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	• Quizzes • Student Product • Cumulative Cornerstone tasks • Projects/portfolios • Performance or recital • Compositions • Unit Tests	40% (Multi-sitting assessments such as projects, presentations, Cornerstone tasks, etc. may be partially completed at home).
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

Health and PE

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Class discussions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Warm-ups	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Cornerstone-related assignments • Performance-based assignments • Written responses • Home assignments (*not to exceed 10% of the total course grade)	50%
Assessments	Formative/ Summative Assessments	At Least Four (4) per **Quarter**	• Quizzes • Unit tests • Performance tasks • Projects • Cumulative Cornerstone tasks	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

Mathematics

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 2 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Class Discussions • Warm-ups	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Cornerstone-related assignments • Performance-based assignments • Written responses • Classwork • Home assignments (*not to exceed 10% of the total course grade)	50%
Assessments	Formative/ Summative Assessments	At Least Four (4) per **Quarter**	• Quizzes • Student Product • Project • Portfolio • Unit Tests • Cumulative Cornerstone tasks	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

Music

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 2 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Class discussions • Warm-ups	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Cornerstone assignments • Performance-based assignments • Written responses • Rehearsals • Home assignments (*not to exceed 10% of the total course grade)	50%
Assessments	Formative/ Summative Assessments	At Least Four (4) per **Quarter**	• Quizzes • Student Products • Composition • Projects/Portfolios • Performances or recitals • Unit Tests	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

Science

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 2 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Warm-ups	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Cornerstone-related assignments • Lab work/experiments • Research • Oral presentations • Home assignments (*not to exceed 10% of the total course grade)	50%
Assessments	Formative/ Summative Interim Assessments	At Least Four (4) per **Quarter**	• Lab projects • Quizzes • Unit tests • Cumulative Cornerstone tasks	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

Social Studies

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Class discussions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Warm-ups	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Cornerstone-related assignments • Performance-based assignments • Written responses • Classwork • Home assignments (*not to exceed 10% of the total course grade)	50%
Assessments	Formative/ Summative Assessments	At Least Four (4) per **Quarter**	• Quizzes • Unit tests • Compositions • Cumulative Cornerstone tasks	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

World Languages

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Contribution to Class Learning	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Warm-ups	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Cornerstone assignments • Performance-based assignments • Written responses • Class Discussions • Home assignments (*not to exceed 10% of the total course grade)	50%
Assessments	Formative/ Summative Assessments	At Least Four (4) per **Quarter**	• Quizzes • Student Products • Compositions • Projects/Portfolios • Performances or recitals • Unit Tests	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam •	****20% This grade is factored into the student's final grade—not their quarter grade.

Advanced Placement Art

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Warm-ups	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Studio Projects • Home assignments (*not to exceed 20% of the total course grade) • Writing assignments • Research tasks	50%
Assessments	Formative/ Summative Assessments	At Least Four(4) per **Quarter**	• Quizzes • Unit tests • Oral Presentation • Sketchbooks • Written Critiques • Portfolios for the quarter	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam • Cumulative (semester) portfolio	****20% This grade is factored into the student's final grade—not their quarter grade.

Advanced Placement English Language Arts

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Discussions • Use of appropriate terminology • Thoughtful verbal criticisms • Attentiveness • Warm-ups	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Literary Analysis • Open-ended Responses • Written Compositions • Critical Readings • Home assignments (*not to exceed 20% of the total course grade)	50%
Assessments	Formative/ Summative Assessments	At Least Four(4) per **Quarter**	• Quizzes • Tests • Oral Presentation • Written Critiques • Portfolios for the quarter	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam • Cumulative (semester) portfolio	****20% This grade is factored into the student's final grade—not their quarter grade.

Advanced Placement History & Social Science

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Class discussions	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Group Projects • Written Responses • Journals • Research Papers • Classroom tasks • Home assignments (*not to exceed 20% of the total course grade)	50%
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	• Quizzes • Student Products • Projects/portfolios • Compositions • Unit Tests	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	****One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade— not their quarter grade.

Advanced Placement Mathematics & Computer Science

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Class or group discussions	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Warm-ups • Student Journals • Presentations • Performance tasks • Home assignments (*not to exceed 20% of the total course grade)	50%
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	• Quizzes • Student Product • Cumulative tasks • Projects/portfolios • Performance task • Compositions • Unit Tests	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

Advanced Placement Music Theory

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Class discussions	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Student Journals • Written Responses • Research • Home assignments (*not to exceed 20% of the total course grade)	50%
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	• Projects/portfolios • Performances or recitals • Compositions • Unit Tests • Quizzes • Student Products	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

Advanced Placement Science

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Class discussions	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Presentations • Lab Work • Projects • Research • Home assignments (*not to exceed 20% of the total course grade)	50%
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	• Quizzes • Lab projects • Student Product • Cumulative tasks • Projects/portfolios • Performance task • Compositions • Unit Tests	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

Advanced Placement World Languages

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Contribution to Class Learning	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Warm ups	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Oral Presentations • Written Responses • Class Discussions • Listening exercises • Peer Dialogue • Home assignments (*not to exceed 20% of the total course grade)	50%
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	• Quizzes • Listening Comprehension assessments • Projects/portfolios • Timed writings • Compositions • Unit Tests • Oral presentations	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

International Baccalaureate – The Arts

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Class discussions	5%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Portfolios • Written responses • Rehearsals • Class assignments • Home assignments (*not to exceed 10% of the total course grade)	55%
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	• Quizzes • Student Product • Cumulative tasks • Projects/portfolios • Performance task • Compositions • Unit Tests	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

*Includes: Dance, Film, Music, Theater, Visual Arts, Literature and Performance SL

International Baccalaureate Individuals and Societies

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	- Constructive comments and opinions - Use of appropriate terminology - Thoughtful criticisms - Attentiveness - Class discussions	5%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	- Student Journals - Written responses - Class work - Home assignments (*not to exceed 10% of the total course grade)	55%
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	- Quizzes - Student Product - Cumulative tasks - Projects/portfolios - Oral presentations - Compositions - Unit Tests	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	- Mid-term - Summative Semester Project/Presentation - Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

*Includes: Business and Management, Economics, Geography, Global Politics, History, ITGS, Islamic History, Philosophy, Psychology, Social and Cultural Anthropology, World Religion, Environmental Systems and Societies

International Baccalaureate Language Acquisition

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Contribution to class learning	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness	5%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Student Journals • Written responses • Class discussions • Class assignments • Home assignments (*not to exceed 10% of the total course grade)	55%
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	• Quizzes • Student Product • Cumulative tasks • Projects/portfolios • Performance task • Compositions • Unit Tests	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

*Includes: Language B, Language Ab Initio, Language Acquisition (course offered in English, Spanish, French, or other).

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

International Baccalaureate Language and Literature

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Contribution to class learning	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness	5%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Student Journals • Written responses • Class Discussions • Class assignments • Listening exercises • Peer dialogue • Home assignments (*not to exceed 10% of the total course grade)	55%
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	• Quizzes • Student Product • Cumulative tasks • Projects/portfolios • Performance task • Compositions • Unit Tests	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	***One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	***20% This grade is factored into the student's final grade—not their quarter grade.

*Includes: Literature, Language and Literature, Literature and Performance SL (course offered in English, Spanish, French, or other).

**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

International Baccalaureate Mathematics

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Class discussions	10%
Practice & Application	Student Work/ Assignments	At Least 6 per **Quarter**	• Student Journals • Written responses • Research • Group tasks • Independent Tasks • Home assignments (*not to exceed 10% of the total course grade)	50%
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	• Quizzes • Student Product • Cumulative tasks • Projects/portfolios • Performance task • Compositions • Unit Tests	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	****One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

*Includes: Mathematical studies SL, Mathematical, HL, and Mathematics SL
**No single project, assignment, task or assessment may account for more than 10% of a student's advisory or total grade.

International Baccalaureate Sciences

	Factors	Minimum Requirements	Examples	Grade Percentage Per Quarter
Participation	Listening, Speaking & Effort	At Least 4 observations per **Quarter**	• Constructive comments and Constructive comments and opinions • Use of appropriate terminology • Thoughtful criticisms • Attentiveness • Class discussions	10%
Practice & Application	Student Work/ Assignments	At Least 5 per **Quarter**	• Research exercises • Written responses • Lab exercises • Class Discussions • Home assignments (*not to exceed 10% of the total course grade)	50%
Assessments	Formative/ summative Assessments and/or Projects	At Least four (4) per **Quarter**	• Quizzes • Research projects • Lab projects • Student Product • Cumulative tasks • Projects/portfolios • Performance task • Compositions • Unit Tests	40%
Cumulative Examinations	Mid Terms and/or Final Exams (Optional)	**One per Semester**	• Mid-term • Summative Semester Project/Presentation • Final Exam	****20% This grade is factored into the student's final grade—not their quarter grade.

Calculating the High School Grade Point Average

This section provides clarity regarding the calculation of the grade point average (GPA) on high school transcripts as well as provides guidance on the communication of GPAs to students. All GPAs and ranks for high school courses are calculated in the ESIS. They are calculated from central office to ensure they are tabulated in a consistent, accurate and equitable manner for all students at all DCPS high schools.

Final Grade

All four terms will be weighed equally. All four terms are calculated into the final grade along with the midterm (if used) and final exam (if used). Final exams will not be more than 10% of the final grade. Midterms can also not be more than 10%. Both are optional.

Cumulative GPA

The Cumulative GPA includes all final marks for courses attempted in high school. Results are saved on student transcripts. Cumulative GPAs are weighted based on course credits.

How the Cumulative GPA Is Calculated

The GPA is calculated by dividing the total amount of computed grade points (CGP) earned by the total amount of credit hours attempted. In order to calculate a cumulative GPA, you add the total credit hours attempted and add the computed grade points from all semesters. You then divide the total computed grade points by the total credit hours attempted.

Term Grade Average

The Term Grade Average is calculated with term marks (and includes marks for courses in progress). For example, a student's Term Grade Average for third term will only include courses the student has taken during the third term, including those in progress. The Term Grade Average does not weigh courses for credit amounts. Results are not saved on student transcripts. Results are used for honor roll purposes and athletic eligibility, and appear on the report card.

Year Grade Average

The Year Grade Average is calculated with final marks for the current academic year. The Year Grade Average does weigh courses for credit amounts. Results will appear on student transcripts after Year-End Transition. Results also appear on the report card, and will update each term as the student completes his or her courses.

Calculating Marks of F

The Cumulative GPA, Term Grade Average, and Year Grade Average of all students enrolled in a DCPS school include all marks earned, including F. The District of Columbia Municipal Regulations, Title 5 Education, Chapter 22 Grades, Promotion and Graduation, Section 2200.8 states:

2200.8   Marks (grades) in courses failed and retaken for credit in grades kindergarten through 12 shall not replace previously earned marks (grades) for any given course, but are included in the student's cumulative grade point average (GPA). Marks (grades) earned in extended education programs such as Summer School, STAY School and Evening Credit Recovery courses have the same credit and GPA value as standard year courses.

Grade Point Value

In order to accurately calculate a student's GPA, it is important to know the numerical equivalent of each mark (letter grade) as well as the grade points a student has earned for that mark. The following is a list of all possible marks, their numerical equivalent, whether they have a credit value and count toward the GPA, and the grade points earned.

Marks Values							
Marks	**Numerical Equivalent**	**Credit**	**GPA**	**Grade Point Value**			**Additional Comments**
				On Grade (Unweighted)	**Honors**	**AP or IB**	
A	93% to 100%	Yes	Yes	4.0	4.5	5.0	
A-	90% to 92%	Yes	Yes	3.7	4.2	4.7	
B+	87%to 89%	Yes	Yes	3.3	3.8	4.3	
B	83% to 86%	Yes	Yes	3.0	3.5	4.0	
B-	80% to 82%	Yes	Yes	2.7	3.2	3.7	
C+	77%to 79%	Yes	Yes	2.3	2.8	3.3	
C	73% to 76%	Yes	Yes	2.0	2.5	3.0	
C-	70% to 72%	Yes	Yes	1.7	2.2	2.7	
D+	67% to 69%	Yes	Yes	1.3	1.8	2.3	
D	64% to 66%	Yes	Yes	1.0	1.5	2.0	
F	63% & below	No	Yes	0	0	0	No credit is earned for a mark of F; The mark is included in the calculation of the GPA
W	Withdrawn	No	No				
L	Late entry	No	No				Converts to AUD (audit) at end of following term if course is not completed
I	Incomplete	No	No				Converts to F (63%) after 10 school days if coursework is not completed
M	Medical	No	No				
P	Pass	Yes	No				
AUD	Audit	No	No				
S	Satisfactory	No	No				For use in homeroom or other non-academic time
U	Unsatisfactory	No	No				For use in homeroom or other non-academic time

Calculating the Cumulative Grade Point Average

Computed Grade Point (CGP)

The *computed grade point (CGP),* which is used to calculate the GPA, is based on the following calculation: **credit value x grade point value=CGP**. The following are examples of how to calculate CGP for general courses, honors, AP, ½ credit and failed courses.

CGP Examples

Course	Credit	Mark	Grade Point	Credit x Grade Point	CGP
E37 Honors English 3	1.0	B	3.5 (weighted)	1 x 3.5	3.5
HC8 US Government	.5	A	4.0	.5 x 4.0	2.0
SB9 AP Biology Part A	.5	B	4.0 (weighted)	.5 x 4.0	2.0
VP3 Programming 1	1.0	C+	2.3	1 x 2.3	2.3
U14 Bach to Rap	.5	B-	2.7	.5 x 2.7	1.35
M41 Algebra 2	1.0	F	0	1.0 x 0	0
P24 Personal Fitness	.5	C-	1.7	.5 x 1.7	0.85
L13 French 3	1.0	A-	3.7	1.0 x 3.7	3.7

GPA Formula

The formula for GPA is the total computed grade points (CGP) divided by the total amount of credits a student has <u>attempted</u>: **CGP/# of credits attempted=GPA**.

Course	Credits Attempted		Marks Earned		CGP
E37	1.0	X	B (3.5)	=	3.5
HC8	0.5	X	A (4)	=	2.0
SB9	0.5	X	B (4)	=	2.0
VP3	1.0	X	C+ (2.3)	=	2.3
U14	0.5	X	B-(2.7)	=	1.35
M41	1.0	X	F (0)	=	0
P24	0.5	X	C-(1.7)	=	0.85
L13	1.0	X	A-(3.7)	=	3.7
Total	**6.0**				**15.7**

GPA formula: CGP/# of credits attempted= GPA

Example: 15.7/6.0=**2.61**

Calculating the Term Grade Point Average

Term Grade Average Formula

The formula for determining Term Grade Average calculates all courses with equal credit value, based on the marks earned (and considering honors and AP/IB weighting). The marks earned are added together and then divided by the number of courses attempted during that term.

Course	Marks Earned	
E37	B	(3.5)
HC8	A	(4)
SB9	B	(4)
VP3	C+	(2.3)
U14	B-	(2.7)
M41	F	(0)
P24	C-	(1.7)
L13	A-	(3.7)
Total		**21.9**

Term Grade Average formula: Sum of Marks Earned/Number of courses attempted

Example: 21.9/8=**2.74**

This does not appear on the transcript or report card. This average is use only for the purpose of [   ]

Grading and Reporting Frequently Asked Questions (FAQ)

Q: **How was the Grading and Reporting guidance document developed and who contributed to the final policy?**

A: The Grading and Reporting guidance document was developed initially by a team from the District of Columbia Public Schools, Office of the Chief of School in order to provide guidance to schools, parents and stakeholders on grading and reporting procedures. The guidance was initially developed using existing practices, policy memos and procedures related to grading and reporting. The guidance was further developed engaging multiple stakeholders including key DCPS offices, parent groups, teachers, students and the Washington Teachers Union.

Q: **Why is a grading and reporting policy necessary?**

A: The Grading and Reporting policy is necessary to ensure the accurate reporting of student achievement. It is also necessary to set equitable standards within all secondary schools for providing meaningful feedback to students and parents on student's academic progress. It also establishes clear guidelines to school staff on the reporting of grades (marks).

Q: **How much flexibility will school staff have with the Grading and Reporting Policy?**

A: This guidance document provides the general framework or the minimum requirements for the grading and reporting of grades (marks) in all DCPS secondary schools. It is the expectation that all secondary schools will use this guidance as the minimum standards for the development and implementation of their grading policies.

Q: **What does the Grading and Reporting policy mean for students and families?**

A: The Grading and Reporting policy provides students and families clear, equitable communication on the grading process. It also provides the mechanisms for students to advocate and take ownership of their grades.

Q: **What does the Grading and Reporting policy mean for teachers?**

A: The Grading and Reporting policy will provide for teachers guidance on
- Grading criteria
- Responsibilities for mark entry
- Grading factors and requirements for their syllabi
- Consistent communication regarding grades/marks district wide

Q: **What is an Instructional Support Plan?**

A: An Instructional Support Plan is a written a comprehensive plan that details what activities and assignments failing or struggling students will complete with the goal of improving their grades.

Q: **What does the Grading and Reporting policy mean for special populations?**

A: The Grading and Reporting policy provide guidelines and standards for the grading and reporting of special populations.

Q: **How were the grading factors determined?**

A: The Grading Factors were developed by the Office of Teaching and Learning for each subject area completed at the secondary level. The DCPS grading policy provides category weights for each subject area and related courses allocated by quarter. Grades are divided into three major categories to reflect the diverse nature of student work and all grades must be scored objectively and supported by documentation.

Q: **Can the grading factors change over time?**

A: The grading factors will be reviewed periodically and in collaboration with the Office of Teaching and Learning and school personnel.

Q: **How much flexibility do teachers have within the grading factors?**

A: Teachers must offer at least the required number of assignments in each of the three categories in each content area; and each category can only be weighted as indicated in the policy(e.g. 10%, 50%, etc.). However, teachers may choose to offer more than the minimum number of assignments in each category.

Teachers may also choose which actual tasks or assessments to assign. The ones given (tests, journals, labs, etc.) are just examples. Additionally, teachers are free to choose which types of assignments or assessments to give. For instance in the student work category, a teacher may choose to assign one of each type listed (one journal, one research paper, one homework assignment, one composition, one lab) or may choose to offer six homework assignments, three Cornerstone-related tasks, and one composition. The possibilities are myriad. An important rule to keep in mind though, is that no one assignment can be worth more than 10% of a student's grade.

Appendix

Student Support Plan

Completed by the student

Student Name: _____ **Date:** _____

School Name: _____

Student ID: _____

Course: _____ **Current Grade:** _____

Why are you earning this grade? *Explain in box below*

```



```

What do you need in order to raise this grade? *Check below*

- ☐ I need to identify missing or incomplete assignments and complete them
- ☐ I need to identify upcoming assignments that are important to my grade and do well on them
- ☐ I need a teacher conference for help figuring out what to do
- ☐ I need tutoring for help completing assignments

What future assignments do you need to earn good grades on? What past assignments can you make up?

```



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Which support option is best for you? *Check below*

- ☐ After school at school
- ☐ After school at home
- ☐ During lunchtime
- ☐ Saturday School
- ☐ Other: _____

When will you be done with those assignments?

Due date: _____

Student Signature _____

Family member Signature: _____

Teacher Signature: _____

Assisted Student Support Plan

Completed in conference with the student, with teacher, school counselor, mentor or administrator assisting

Student Name: _____ **Date:** _____

Staff Name & Position: _____

Course: _____ **Current Grade:** _____

Why are you earning this grade? *Explain in box below*

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```

What do you need in order to raise this grade? *Check below*

- ☐ You need to identify missing or incomplete assignments and complete them
- ☐ You need to identify upcoming assignments that are important to my grade and do well on them
- ☐ You need to practice certain skills at home and/or in school in order to improve them
- ☐ You need tutoring for help completing assignments

Please see the box below for more details:

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```

What future assignments do you need to earn good grades on? What past assignments do you need to make up? *List here*

```
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│                                                         │
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```

Which support option is best for you? *Check below*

☐ After school at school

☐ After school at home

☐ During lunchtime

☐ Saturday School

☐ Other: _____

When will you be done with those assignments?   Date: _____

Who do you want to explain the plan to your family?   _____

_____   _____
Student Signature   *Family Member Signature*

_____   _____
Staff Member Signature   *Title and Position*

How to Calculate your Cumulative Grade Point Average

This worksheet is designed to help guide you through the process of calculating your GPA. Your high school grade point average is calculated based on all high school level courses that appear on your transcript and receive a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, and F*.

To calculate your GPA, follow these steps:

- Determine the point value for each grade earned using the appropriate scale (use the Grade Point Scale below).
- Multiply the point value of the course by the credit attempted for the course. The product of the multiplication will be the grade points.
- Divide the cumulative grade points by the cumulative attempted hours.

Definition of Terms	
Credit	The Carnegie Unit value of the course; courses are either 1 credit or .5 credit
Grade Point Value	The numerical value assigned to a grade: A = 4.0, A- = 3.7, F=0, which should be weighted if the course is an honors or AP/IB course
Computed Grade Point	The credit value for a course multiplied by the grade point value
Attempted credits	Number of credits for which you received a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, and F*
Earned Credit	Credit you receive for courses which you passed with a grade D or higher
Grade Point Average	The average grade earned by a student, calculated by dividing the grade points earned by the number of credits attempted

Grade Point Scale						
Marks	Numerical Equivalent	Credit	GPA	Grade Point Value		
				On Grade (Unweighted)	Honors	AP or IB
A	93% to 100%	Yes	Yes	4.0	4.5	5.0
A-	90% to 92%	Yes	Yes	3.7	4.2	4.7
B+	87% to 89%	Yes	Yes	3.3	3.8	4.3
B	83% to 86%	Yes	Yes	3.0	3.5	4.0
B-	80% to 82%	Yes	Yes	2.7	3.2	3.7
C+	77% to 79%	Yes	Yes	2.3	2.8	3.3
C	73% to 76%	Yes	Yes	2.0	2.5	3.0
C-	70% to 72%	Yes	Yes	1.7	2.2	2.7

Grade Point Scale						
Marks	**Numerical Equivalent**	**Credit**	**GPA**	**Grade Point Value**		
				On Grade (Unweighted)	**Honors**	**AP or IB**
D+	67% to 69%	Yes	Yes	1.3	1.8	2.3
D	64% to 66%	Yes	Yes	1.0	1.5	2.0
F *	63% & below	No	Yes	0	0	0

*Failing (F) Mark Policy

When a student receives an earned academic mark of "F" and the student retakes the course and receives a higher grade, the initial mark of "F" will be computed into the grade point average along with the new grade. Both grades remain on the student's transcript.

Instructions for Using the Cumulative GPA Worksheet

To calculate your cumulative GPA using the GPA worksheet, follow these steps:

Step 1: Write the name of the courses in the "Courses" column (column 1).

Step 2: Write the grade you received for each course in the "Mark" column (column 2).

Step 3: Determine the point value for each grade earned using the appropriate scale (use the Grade Point Scale chart for this information.) Write this in the "Grade Point Value" column (column 3) for each course.

Step 4: Write the credit value for each course in the "Credit Attempted" column (column 5).

Step 5: Multiply the point value of each course by the credit attempted for the course (column 3 times column 5). The product of the multiplication will be the computed grade points (CGP). Write the CGP for each course in the "Computed Grade Point" column (column 7).

Step 6: Divide the total computed grade points by the total attempted credits.

GPA Computation Example

1	2	3	4	5	6	7
Courses	**Mark**	**Grade Point Value**	**Multiply**	**Attempted Credits**	**Equal**	**Computed Grade Point**
English II	A	4.0	X	1.0	=	4.0
AP Biology Pt. A	B+	4.3	X	0.5	=	2.15
Geometry	C-	1.7	X	1.0	=	1.7
US Government	B-	2.7	X	0.5	=	1.35
Spanish I	F	0	X	1.0	=	0
From Bach to Rap	D	1.0	X	0.5	=	0.5
Computer Applications	A	4.0	X	0.5	=	2.0
			Total	5.0		11.7

Divide the total computed grade points by total attempted credits. The quotient will equal the GPA.

$\underline{\hspace{3em}11.7\hspace{3em}}$ /	$\underline{\hspace{3em}5\hspace{3em}}$ =	$\underline{\hspace{2em}2.34\hspace{2em}}$
Computed grade points	Total attempted credits	**GPA**

Cumulative GPA Worksheet

Course	Mark	Grade Point Value	Multiply	Credit Attempted	Equal	Computed Grade Point
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
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			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
			Total			

_____ / _____ = _____
Computed grade points   Total attempted credits   **GPA**